

George I Pair Elementary

2325 Platt Springs Road
West Columbia, SC 29169

Grades	PK-5 Elementary School	
Enrollment	374 Students	
Principal	Miley H. Rhodes	803-739-4085
Superintendent	Barry F. Bolen	803-739-8399
Board Chair	William H. "Bill" Bingham	803-739-4708

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	53	55	7

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	Yes
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

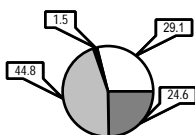
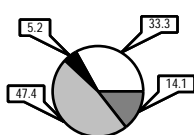
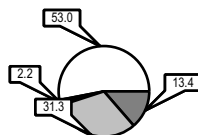
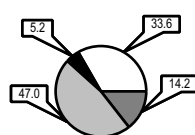
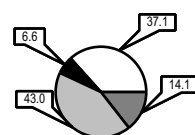
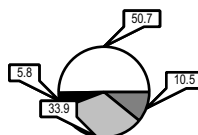
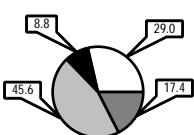
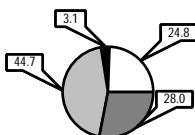
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	152	99.3	28.5	43.8	24.1	3.6	35.8	Yes	Yes
Gender									
Male	76	100.0	30.3	54.5	13.6	1.5	27.3	N/A	N/A
Female	76	98.7	26.8	33.8	33.8	5.6	43.7	N/A	N/A
Racial/Ethnic Group									
White	52	100.0	17.6	39.2	37.3	5.9	54.9	Yes	Yes
African American	75	100.0	32.4	48.5	17.6	1.5	25.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	95.7	43.8	37.5	12.5	6.3	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	127	100.0	23.0	47.8	28.3	0.9	38.1	N/A	N/A
Disabled	25	96.0	54.2	25.0	4.2	16.7	25.0	I/S	I/S
Migrant Status									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	147	99.3	27.8	44.4	24.1	3.8	35.3	N/A	N/A
English Proficiency									
Limited English Proficient	24	95.8	47.1	41.2	11.8	0.0	17.6	I/S	I/S
Non-Limited English Proficient	128	100.0	25.8	44.2	25.8	4.2	38.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	110	99.1	32.0	45.4	20.6	2.1	29.9	Yes	Yes
Full-pay meals	42	100.0	20.0	40.0	32.5	7.5	50.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	152	99.3	34.3	46.0	13.9	5.8	32.8	Yes	Yes
Gender									
Male	76	100.0	36.4	45.5	16.7	1.5	33.3	N/A	N/A
Female	76	98.7	32.4	46.5	11.3	9.9	32.4	N/A	N/A
Racial/Ethnic Group									
White	52	100.0	17.6	51.0	17.6	13.7	51.0	Yes	Yes
African American	75	100.0	42.6	45.6	10.3	1.5	22.1	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	95.7	43.8	37.5	18.8	0.0	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	127	100.0	29.2	50.4	14.2	6.2	35.4	N/A	N/A
Disabled	25	96.0	58.3	25.0	12.5	4.2	20.8	I/S	I/S
Migrant Status									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	147	99.3	34.6	45.9	13.5	6.0	32.3	N/A	N/A
English Proficiency									
Limited English Proficient	24	95.8	47.1	29.4	23.5	0.0	29.4	I/S	I/S
Non-Limited English Proficient	128	100.0	32.5	48.3	12.5	6.7	33.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	110	99.1	40.2	46.4	12.4	1.0	24.7	No	Yes
Full-pay meals	42	100.0	20.0	45.0	17.5	17.5	52.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	152	100.0	51.4	31.9	13.0	3.6	16.7
Gender							
Male	76	100.0	54.5	34.8	7.6	3.0	10.6
Female	76	100.0	48.6	29.2	18.1	4.2	22.2
Racial/Ethnic Group							
White	52	100.0	29.4	39.2	25.5	5.9	31.4
African American	75	100.0	66.2	25.0	5.9	2.9	8.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	52.9	41.2	5.9	0.0	5.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	127	100.0	49.6	32.7	15.0	2.7	17.7
Disabled	25	100.0	60.0	28.0	4.0	8.0	12.0
Migrant Status							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	147	100.0	52.2	30.6	13.4	3.7	17.2
English Proficiency							
Limited English Proficient	24	100.0	61.1	33.3	5.6	0.0	5.6
Non-Limited English Proficient	128	100.0	50.0	31.7	14.2	4.2	18.3
Socio-Economic Status							
Subsidized meals	110	100.0	59.2	30.6	7.1	3.1	10.2
Full-pay meals	42	100.0	32.5	35.0	27.5	5.0	32.5

Social Studies							
All Students	152	100.0	32.6	46.4	13.8	7.2	21.0
Gender							
Male	76	100.0	30.3	56.1	7.6	6.1	13.6
Female	76	100.0	34.7	37.5	19.4	8.3	27.8
Racial/Ethnic Group							
White	52	100.0	13.7	54.9	21.6	9.8	31.4
African American	75	100.0	45.6	41.2	10.3	2.9	13.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	35.3	41.2	5.9	17.6	23.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	127	100.0	30.1	49.6	14.2	6.2	20.4
Disabled	25	100.0	44.0	32.0	12.0	12.0	24.0
Migrant Status							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	147	100.0	32.8	47.0	14.2	6.0	20.1
English Proficiency							
Limited English Proficient	24	100.0	38.9	44.4	5.6	11.1	16.7
Non-Limited English Proficient	128	100.0	31.7	46.7	15.0	6.7	21.7
Socio-Economic Status							
Subsidized meals	110	100.0	37.8	45.9	9.2	7.1	16.3
Full-pay meals	42	100.0	20.0	47.5	25.0	7.5	32.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	64	98.4	36.0	24.0	38.0	2.0	40.0
	4	60	96.7	33.3	50.0	16.7	0.0	16.7
	5	60	100.0	42.6	46.8	10.6	0.0	10.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	46	97.8	22.0	31.7	36.6	9.8	46.3
	4	53	100.0	34.0	44.0	20.0	2.0	22.0
	5	53	100.0	28.3	54.3	17.4	0.0	17.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	64	98.4	33.3	56.9	9.8	0.0	9.8
	4	60	100.0	27.9	51.2	16.3	4.7	20.9
	5	60	100.0	31.9	46.8	10.6	10.6	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	46	97.8	36.6	39.0	17.1	7.3	24.4
	4	53	100.0	36.0	46.0	12.0	6.0	18.0
	5	53	100.0	30.4	52.2	13.0	4.3	17.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	64	98.4	35.3	51.0	11.8	2.0	13.7
	4	60	98.3	55.8	23.3	20.9	0.0	20.9
	5	60	100.0	48.9	23.4	17.0	10.6	27.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	46	100.0	50.0	31.0	14.3	4.8	19.0
	4	53	100.0	46.0	36.0	14.0	4.0	18.0
	5	53	100.0	58.7	28.3	10.9	2.2	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	64	98.4	29.4	49.0	17.6	3.9	21.6
	4	60	98.3	30.2	65.1	4.7	0.0	4.7
	5	60	100.0	51.1	34.0	10.6	4.3	14.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	46	100.0	23.8	38.1	26.2	11.9	38.1
	4	53	100.0	32.0	54.0	8.0	6.0	14.0
	5	53	100.0	41.3	45.7	8.7	4.3	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 374)				
First graders who attended full-day kindergarten	95.5%	Up from 90.6%	100.0%	100.0%
Retention rate	0.6%	Down from 1.9%	3.6%	2.8%
Attendance rate	96.1%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Up from 0.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%	Up from 0.0%	0.0%	0.0%
Eligible for gifted and talented	12.7%	Up from 12.6%	6.9%	10.4%
On academic plans	50.0%	N/AV	44.0%	33.6%
On academic probation	32.7%	N/AV	0.4%	1.0%
With disabilities other than speech	7.1%	Down from 8.1%	8.3%	7.5%
Older than usual for grade	0.3%	Down from 0.9%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	61.3%	Down from 65.5%	51.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.7%	0.0%	0.0%
Teachers returning from previous year	90.8%	Up from 90.6%	87.0%	87.3%
Teacher attendance rate	95.0%	Up from 93.7%	94.9%	94.9%
Average teacher salary	\$42,990	Down 2.3%	\$41,711	\$42,485
Prof. development days/teacher	12.2 days	Down from 14.2 days	13.2 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	3.5	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 20.0 to 1	17.6 to 1	18.6 to 1
Prime instructional time	90.3%	Up from 88.9%	89.6%	89.7%
Dollars spent per pupil*	\$6,694	Down 8.8%	\$6,897	\$6,557
Percent of expenditures for teacher salaries*	70.0%	Up from 69.8%	63.2%	64.0%
Percent of expenditures for instruction*	71.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.9%	Up from 93.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year seemed to fly by as we worked to enhance the learning of every child at George I. Pair Elementary School. Our ESOL program served an average of 68 students during the year. Several nations were represented among our ESOL population, but our largest group consisted of our Latino students. These students worked within our grade level classes and received supplemental services from two specialized teachers.

MAP (Measures of Academic Progress) testing was given three times during the school year in grades 2-5. Each student at Pair worked toward an individual goal based on the student's achievement level. Teachers used small group instruction to reach each child at his or her level and move him or her toward academic success. Students and parents received information about individual progress during conference periods at the beginning of the school year. We are pleased to report that many students celebrated gains in their scores. Our goal was to see a steady progression of higher scores with each testing session. This goal will continue to remain in the forefront of instruction as we strive to increase student achievement. Students' results from MAP testing were also used as a predictor for level of achievement on PACT.

Our student enrollment allowed us to add two staff positions in grades four and five to significantly reduce our pupil/teacher ratio. Smaller class sizes afforded teachers more time to work with individual students. Teachers throughout the building formed collaborative teams to discuss individual needs and develop plans for instruction.

Several additional teachers joined the South Carolina Reading Initiative this year. The group met for 45 hours to study the process of reading and writing. Fredna Lee continued as our Instructional Coach and group leader. We expect the strategies that are learned in reading and writing instruction to be in place long after our official commitment to training ends in 2007.

Five student teachers from the University of South Carolina worked with veteran teachers for the first time in many years. These young women worked in grades two through five to complete their requirements for certification as teachers. This was a wonderful experience for all who were involved. We learned from these students and the students learned from us.

Miley H. Rhodes, Principal
Kathy Taylor, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	34	31
Percent satisfied with learning environment	96.7%	78.8%	86.7%
Percent satisfied with social and physical environment	96.7%	82.4%	83.9%
Percent satisfied with school-home relations	63.3%	84.4%	86.2%

*Only students at the highest elementary school grade level at this school and their parents were included.